

Organization: The Method To Our Writing Madness

How Effective Organization Tools Can Help Pave the Way to Stronger Writing

Kylie R. Naugle

Millersville University

Abstract

This project involved studying a student in an English Composition class at Millersville University. The student's name was Gwyneth Ortiz. The project's purpose was to identify a puzzle problem for this student, and find methods and research that could help her as a writer. The problem this project identified was properly organizing an essay. Questions that arose from this project were, "Who is Gwen as a writer?" and "How do I make a lasting impact on her?" This project discovered ways to help a writer not only organize their thoughts, but also translated into how to organize a paper. This research reveals ways for a writer to put down their ideas on paper without being judged, and how to organize these ideas into a logical sequence that would satisfy an order for an essay. These tips are not only relevant to essays and persuasive writing, but can transcend into many other styles of writing as well. This research helped to find organizational tips for writing, and also indirectly help students feel less stress and anxiety during their writing process.

I. Introduction

Do I have what it takes to be a writing partner?

Going into this project, I was a little nervous. I have helped students with their writing, but the oldest one was 15 years. The two students I would be working with for this project had to be at least 18. Three years might not sound like much on paper, but when it comes to teenagers, it makes a world of difference. I had never worked with a student so close to my age without being in the same class together. Would these people think I thought I was better than them? Would they get defensive if another student was trying talking to them about their writing? I didn't know if my partners were bad kids. Did they despise English? Would they think I was weird for liking it? Finally I just had to stop letting myself think about it. It is what it is. I would just have to walk into the class with a smile, and hope for the best.

First Encounter: Who is Gwen?

When I first arrived at Professor Livermore's classroom, it was all but full. I quickly walked to the back of the classroom while trying to sneak glances at the students around me; wondering which one was Gwyneth. I did not know anything about my writing partner yet, only her name. I sat in my seat while the professor explained to her class about who we were and what we were doing in their class. Once she finished, we were allowed to go meet our partners. I am easily intimidated and worrying about who this girl was that I was paired with. When I finally met Gwen, I could not decide what to think. She seemed to be just one giant contrast. This girl in

front of me seemed to radiate sweetness, yet somehow make me wary of her at the same time. Maybe it was the hair that had once been smooth and dark, but now had streaks of bleach throughout it. Or it could have been the fact that she has big brown eyes that looked so innocent until your eyes gazed below them and saw the piercing she had in her nose. It seemed every sweet feature had an edgy counterpart, which made me hesitant of how to act towards her (See Appendix A).

The first day Gwen was very quiet. I was introducing myself to both her and another boy, who was also one of my partners. While he seemed to be putting on a charming appearance, Gwen stayed pretty silent. I talked to them a little about their writing, but we were not able to converse much before the professor wanted them to work on an article summary they had started in a previous class. While they worked on this, we were to observe them. While it was an experience, I was having trouble learning anything about my partners while their minds were on the assignment. They would ask me questions, but nothing deeper than “Does this sound right to you?” When the bell rang, we exchanged e-mails, but as I was walking home I realized I did not really get to learn much about my partners, especially Gwen. I decided she would be the partner of my focus.

Focusing in on Gwen’s “Puzzle”: How do I make a lasting impact?

My main objective for this research was to find Gwen’s puzzle, focusing in on one of her struggles, and learning ways that I could not only help Gwen strengthen her writing style, but also discover information that could help any writer who has struggles similar to her. During our time together, I learned that Gwen does consider

herself a writer, and that she had strengths that many students may not possess. Her papers cover a lot of content and show knowledge of the articles she read for class. Her papers almost always meet the objective goals for the assignments in class.

What I found Gwen struggles most with is her organization skills. She tends to write her papers in the same order that her brain answers the questions for the assignment. Each paragraph has knowledge and insight on the information she is presented in her articles, and her paper as a whole includes all the information required of her, but she displays this information in no particular order. The content is scattered through her paper and the paragraphs do not seem to agree chronologically (See Appendix B). I decided my focus would be on the topic of organization, in every facet. We would look into ways to organize her thoughts into words on paper, arranging these thoughts into full ideas, and ordering her paragraphs into a logical setup.

I wanted to be able to give Gwyneth organizational tools that would not only strengthen her essays in this class, but also enhance her style as a writer. I worked to accomplish these goals one step at a time.

II. The Writer in Me

What do I bring to the table?

I like to think of myself as a strong writer. Now this is not in all aspects of writing. I struggle with correct punctuation, and I tend to over look spelling mistakes. To me, these are not what make up a good paper. What is the point of having perfect mechanics if the content of the paper is thin and bland? I pride myself in writing

papers rich in content and literary elements. I've learned that my fondness in visual stimulation flows into my writing style. I like using vivid imagery and descriptive adjectives. As a writer, I want my readers to be drawn into my works and lose themselves in my writing. Is a comma splice that bad when the text can draw an image in the brain of the reader? Even if I am summarizing the work of another author, I like to use my own words to entice the reader into the writing. This makes it difficult for me to write papers that are abrupt and to the point. I struggle with using simple words that get the point across if there is a synonym that resonates more clearly.

Because of these preferences, I have trouble editing papers that are short and simple. I want to envision them in a way that is more fluid and aesthetically pleasing, even if the information in the paper does not change. I have had to learn how to read what a paper is saying, and not focus so much on how it is read. Along with content, I have a particular way to write my papers. The typed draft, even if it's the first, is far from the beginning of my writing process.

As a younger writer, student, and person, I was very unorganized. My thoughts and actions were never done in a logical order that made sense to anyone but me. My parents as well as teachers criticized me. To my parents, my room looked like a bomb exploded in it. All of my belongings scattered in what looked like a random mess. To me, everything had a place and a logical sequence. This habit found its way into my writing as well. Teachers had to search all through my papers for topics, key points, and evidence that to me, was easy to locate. Add my weakness in punctuation, and my grades were not the best. Being a young student, I was able to get away with this, but I

knew as a progressed in school, my writing style would have to change. I was a very active writer thought, and this gave me lots of practice.

Organization is key

I believe being able to organize a paper in the most reader-friendly format is one of the most valuable skills as a writer. It can also be one of the most time consuming if the writer has a brain like mine. I am one of the many students in the world diagnosed with ADHD, and I think this plays a role in my writing process. The organizational setup that works best for me does not always translate the same way to most readers. When I try to write in the same logical order as others, I often lose my place, or forgot essential information.

This led me to develop multiple steps to writing a paper that all prelude to typing up a first draft. I have to write down all the facts/ ideas I want to include in a paper, and these often have no logical order to them. Next I re-write this information in chunks, which consist of all the facts that relate to each other. These chunks are then re-written into a rational sequence, and finally put into sentence form. This process is very tedious and time consuming. It is also one that I think many writers would steer away from, but it seems to be the only one that works for me. So how do I use this information to help my writing partner? Gwen might not want to do this much extra work for a paper, but maybe she could use one of these steps to help her writing. I really want to help her find a way to be able to organize her paper in a logical sequence that displays all of her information and is reader-friendly. This means I need

to be able to identify multiple ways to organize thoughts and papers that go beyond just my own. That is a feat in itself.

III. My Methodology

Gaining Insight (Part 1): Who is Gwen as a person?

When I finally got to spend time with Gwen outside of the classroom, I was able to learn more about the person behind the name. I got to talk one on one with her during this meeting and many of my misconceptions began to fall away. She seemed smart and very bright; she explained to me that she liked to read and that she had never really had that much trouble with writing in the past (See Partner Survey). It made me think about her high school and her other composition class last semester. What had her high school teachers expected from her when it came to writing? Were they more focused on the content of her papers or just the grammar? If she seems this competent to me with writing, what had happened in her other freshman English Composition class?

As we talked, I learned that her first professor had been very very strict. Gwen's writing would be torn apart in front of her. She didn't seem to have problems with speech or literacy. All I could chalk it up to right now was a bad professor or conflicting views on what is important in writing. This had put a damper on her enthusiasm for writing (See Appendix A). Gwen was unknowingly being taught to write only what the professor wanted to hear. The creativity left her writing, which

only left the bare bones of what her assignments were asking for. I think this also made her lack of organization more apparent as well (See Appendix B).

I decided to further discuss her survey answers with her to get a better understanding of who Gwen was as a writer, as well as a person. A lot of her answers were those of any typical freshman girl at college. She likes to hang out with friends and go out to eat. Her favorite subjects are Sociology and French, but she warned me that they were subject to change. When I asked her if there was anything in college that excited her, she replied “yes, autonomy,” which was not an answer I would have expected. She is interested in politics and the human mind. This shows through her participation in the Society of Latin Affairs, as well as her desire to major in Psychology (See Partner Survey).

What caught my attention most about her responses were the ones to the following questions. Do you like to read? Do you like to write? She answered yes to both. But if she likes these so much, why had she experience so much trouble in her first semester of English Composition? I was concerned about how Gwen’s writing experiences and education in high school did not seem to transition well into college. Why did she seem to encounter so much resistance from her professor?

Gaining Insight (Part 2): Who is Gwen as a writer?

I had learned that Gwyneth did indeed like to write, but it confused me more on the subject of her taking this class over again. I wanted to learn more about Gwen as a writer. As we talked I learned that she struggles with sentence structure and organizing her paper. I knew this was a common struggle, but because my personal organizational

process is pretty unique, I wanted to if we could find a process for Gwen that was less tedious and time consuming. How did she usually try to organize her papers? What kind of strategies did she have for beginning her papers? Did she use an outline or a web? How many steps did she take in her organization process?

I learned that Gwen enjoys writing the most when she is able to write down whatever she is feeling at the moment. She has a very creative mind and I think this is one of the reasons why she has trouble with organization. The thoughts in our heads are anything but organized and because she likes to write whatever is going on up there, than putting those thoughts right down on paper is going to lack any organization. She also answered my question about her steps to organization; she didn't really have any.

The fact that she does love to write was encouragement that I would be able to help her. I could tell just by my visits to the class that many of those students are either emotionless to writing, or worse, detest it with a passion.

The fact that writing is something of interest to Gwyneth gave me hope that I'd be able to have a positive impact on her. We talked about putting her thoughts on paper and then finding ways to organize them once she's written them down. I also talked to her about the importance of having more than one draft when it comes to writing papers. I told her that almost no one can write a flawless paper in only one draft; I usually need about three or four before I'm satisfied with a paper. She liked the idea of word webs, which again showed her creative side. We discussed how she could use webs to help organize her thoughts before she put them in a paper. We decided that

she should use one of these when revising the paper I looked over for her (See Appendix B).

Gwen's favorite genres of novels are romance and mystery. I asked her if these are also her favorite themes to put into her writing? She replied that she would like to write a story like one of these some day, but that her writings do not usually reflect these topics. She also doesn't write a lot in her spare time and most of her school assignments are not creative writes. I noticed this in my time in her classroom. Professor Livermore has only had them reading articles and writing summaries about them (See Appendix A). This style of writing didn't seem to enthuse Gwen much and her trouble with organization hinders her work with these assignments. We talked about writing summaries and both agree that the task can become very dull very quickly. She wishes they could do more types of writing in their class. I couldn't agree with her more. I think when teachers fall into a very repetitive teaching style, the students are likely to grow bored very quickly.

IV. Data Analysis

How can we apply these suggestions to Gwen's writing?

Gwen and I had a limited amount of time with each other. This led us to try some techniques on the paper she was currently working on. I looked over her paper, focusing on organizational patterns and logical sequence of information. This paper actually did a great job at showing Gwen's abilities and weaknesses. The paper as a whole seemed to meet all of the professor's requirements content-wise, but the

organization was lacking, and her reasoning for the way she sequenced the paragraphs was unclear. I gave her notes on her organization and which parts were unclear to me (See Appendix B). She explained that this was the way her brain had organized the paper.

This gave me the opportunity to talk to her about Donald Murray's information on the matter (2007). He talks about how thinking is not suppose to be linear, yet this scattered way of how our brain processes information is a vital step to writing a paper (p. 19). He also gives writers some helpful tips for helping this thought process, which includes, turning off all distractions, becoming more aware of all of your senses, and not being afraid to surprise yourself with the thoughts you come up with (Murray, 2007, pp. 19-20). Gwen admitted that she usually has music or the television on, and I laughed because I also enjoy music when writing a paper. We talked about her turning all distraction off for ten minutes to let her mind wonder and then turning them on once she had her thoughts written down.

Another struggle Gwen says gets in the way of her organization is the fact that school essays do not reflect the way she would write outside of class. I wanted to help her find her own ways to make these connections. Gretchen Bernabei's article, "The School Essay," brings up this concern as well (2007). She mostly talks about essays on personal experiences, but I wanted to be able to use her information to benefit Gwen. We discussed how an essay should show a relationship between two factors; what we experience and what think. In Gwen's case, we talked more about what the author of her article experienced, and what the author thought about it. When we made some of these connections in her article, we were able to get a better grasp on

the author's decision to write this article. With Gwen's present article in particular, we talked about the author, Kelly Maureen, and how her writing portrayed her views on the subject of international adoption (2010).

As I talked more with Gwen about organizing her essays, she mentioned the fact that she pays a lot of attention to spelling and mechanics. Though I talked to her about the importance of these in her paper, I wanted to let her know they are not necessary concerns when it comes to the process of organizing her thoughts. During this process, she should focus on writing down all the information she may want to include in her paper. Time should not be wasted on worrying about the correct spelling, or punctuation (Goldberg 2005, p. 10). When writing down your first thoughts, all that matters is that all of your information gets written down into words, even your logic and intentions do not matter at the very beginning of your brainstorming (p. 10).

Gwen seemed to feel a bit more comfortable with this process because she realized that it helps her focus on one aspect of the paper at a time. First she would write down all her information and ideas, then put them into some kind of logical order. Only when she was writing her draft would she then concern herself with the grammar and mechanics portion of the paper. This breakdown seemed to make sense to her, and she talked about using these ideas when she edited her essay (See Appendix B).

V. Implications

Gwen's new insight into writing seemed to affect her. I wasn't sure if I was going to make any impact on her this semester. She was never a bad writer. She seemed like she was meeting the standards that Professor Livermore had for the class, and I think she was having an easier time than some of the other students in her class. I don't think our partnership had made a big difference for this class, but I think some of the tips and tools we discovered together could help Gwen out with her writing in future classes. Being able to organize an essay in a logical sequence is a skill that she will definitely need in the future. I'm not sure what I was hoping for out of our partnership.

I was not intending to change a student's life or anything. I am happy with this experience though. With Gwen's help, we learned some exercises that helped her organize her thoughts before she writes a paper, and some of these tips I found beneficial as well. I did learn that Gwen is not an outline type of student. This is an organizational tool that did not interest her or utilize the creativeness of her mind. She worked much better when she could write her ideas sporadically as they came to her, and only after this, combine them into some kind of logical order. Though it may only be a small one, I would consider this experience a success.

VI. Conclusion

If I were to look at the big picture of my Writing Partner Project, I would say it dealt mostly with helping a student strengthen her paper planning skills. When Gwen was able to apply an order to her paper, the paper itself did not need that much improvement. Proper pre-planning is an essential step for any student or person who has to complete a paper, whether it be a summary or a persuasive essay. As a researcher, I realize just how important this is. This has become a step that is second nature to me as a writer, so it was only after I saw a student who does not apply these exercises that I could fully understand just how important organization is in a paper.

As a future teacher, this is now a skill that I am going to be more aware of in my classrooms. If I were to have students in my class who struggle with organization, I think it is a skill that needs to be taught as soon as possible. Being able to organize a paper well cannot only convey your message in a more effective way, it can also take away some of the stress and anxiety students feel when they are required to write a paper. No matter what lens I am looking through when it comes to organization, I know that it is an essential tool for any person who wants to write to their best ability.

Appendix A

Observations

8:00am-8:50am

2/10

Professor Livermore's Freshman Engl. Comp.

- classroom is pretty full
- students are working on summarizing an article.
- I get to meet my 2 WP's

Nick

seems outgoing
dark hair & eyes
friendly & open

paper short - doesn't
meet length requirements
having trouble w/
there/their/they're

Sums up article but
it's choppy & bland

went to writing center

Has problems w/
intros & conclusions

Katherine

quieter than Nick

Dark hair w/ blonde streaks
nose piercing

Her sum was longer & a little more
in depth, but still bland

doesn't have many mechanical
errors, but her paragraph order
is a little confusing

did not talk to me as much
as Nick during this class

Her problems seem to lie more
in organization & transitions

- Close to end of class Prof Livermore called everyone back to seats & went over h/w

First impressions

- both students seem willing to work w/ me.
- Nick has a few more visible writing problems & I also got to talk w/ him more
- biggest problem w/ introduction

Katherine I did not get to talk to as much. She has better grasp on assignment, but her paragraphs don't seem to have a logical order & her transitions are choppy.

- 2/20
- Class is working on an article called "Disaster Relief"
 - have already read it & done some work towards their next paper
 - assignment called "Challenges" dove
 - decide what they thought was the greatest challenge the author faced.
 - my partners chose lack of resources & security
 - broke up in groups between those
 - Students working on developing an intro
 - find evidence in text as to why their challenge was the greatest struggle.
 - N & K were on opposite sides of the room.
 - Nick struggled w/ even developing his intro sentence - turns it into a jumbled version of a quote & a paraphrase
 - Katherine's intro was ok, but she struggles w/ connecting her sentences (she jumps around)

★ I think I want to do my mini-lesson on sentence transition

- 2/22
- Students working further on their persuasive papers
 - I got a chance to read their article
 - it's very boring + to the point
 - not the way I'd want to write an article
 - I spend some time editing my partner's papers
 - Nick has very little written, when I ask him about it, it takes a very long time for him to reply to me w/ a very simple answer (kinda seems like he's checked out).
 - Katherine's paper has more I can assess. As a whole, her paper covers her topic, but she jumps around on her claims + comes back to them in other paragraphs. (I'm not sure why she decided to start new paragraphs where she did).
 - When asked, she could explain the article to me very easily. She understood it + the assignment

- 3/20
- Met w/ Katherine in the SMC
 - we talked about her first Engl. Comp class
 - her + teacher did not see eye-to-eye
 - graded a lot different than high school
 - did not transition well
 - looked over + talked about survey
 - Katherine really enjoys reading + considers herself a writer too.

- we talk about her trouble areas in writing
 · sentence transitions is one she is aware of
 · I notice to that she writes down info in same order she thinks of it, does not develop a logical order.

- we talk about my mini lesson for their class
 · I think it will benefit her on transitions

- Talk about her other interests sports (vball), what she wants to do in college, the major she wants, what she likes to read

3/30 - I present my mini lesson in their class
 · Transitional words & phrases

4/15 K sends me one of her papers via e-mail
 - I see she tried to put my teachings to use in her paper
 · still having problems w/ organization

Appendix B

WPP's Paper

Should International Adoption Be Allowed?

think about creating your own title for this

Try not to start paragraph with the same words

→ International adoption should be allowed for many reasons, and a huge portion of this consideration goes to children who are in need. (Maureen Kelley describes some difficulties orphans may have in her article, "Should International Adoption be Part of Humanitarian Aid Efforts? Lessons from Haiti" (Bioethics 2010). Children will have nowhere to go if their parents abandon them, let alone, would even know how to take care of themselves. However, there are many reasons as to why international adoption should be allowed. → Paragraph jumps around Use introduction paragraph explain what the article is about

→ International adoption should be allowed because there are plenty of parents that cannot take care of their children. (It is not because they do not want to, but because they cannot afford it in the end.) Many of these orphans' parents believe that the children would have a better life if they gave up their child. Kelley establishes this fact. "One mother, once found, described giving up her child so that she might have a better life but admitted she was approached in the chaos following the earthquake, with no home, money, and no food for her children." Because the mother feels she cannot provide what is best for the child, she agrees with giving up her child to a better home for a secure life. This mother is a good example of why International adoption should be allowed. → I think you could re-organize this paragraph to make it more clear and have a bigger impact

maybe use this sentence at the end of your paragraph

quote your analysis of quote your sentence on parents not being able to afford it.

Nice transitional word is

Furthermore, the safety of these orphans will be enhanced if international adoption is allowed. These orphans would not have to worry about dangerous situations such as getting sold into slavery and prostitution. In the passage, Kelley states "Two thousand Haitian children a year are trafficked to the Dominican Republic, and sold into slavery and prostitution." This is an extreme problem due to the fact that there are at least two thousand children being sold into prostitution.

good quote to use. Maybe talk about it more.

Paragraph 1

- Introduce + of article

Body (P2-6)

- Explain why should be a
- what are the orphans facing
- what are the risk factors
- what can they

Conclusion

- Sum up your reasoning

- I got a broad sense of your topic, but I think you can make this paper clearer and stronger with some changes. Let's work on the way you organized this paper and some of your sentence structures

- Keflic

you used good transitional words, but start all of your paragraphs the same way

This g a little and hard to follow. it'd be in your c and make clear.

All your intro sentence start in very similar ways. Maybe try to change that up if you can.

is this paragraph supporting adoption? do you think it's right to take these children from their parents? Give your opinion

In addition, if international adoption is part of humanitarian aid efforts, children could have the support they need. Many of these orphans do have their parents present, but many of them are not in great health to watch over them. The article describes this condition: "Thousands of children living on their own are 'social orphans', children whose parents are alive but unable to care for them, due to illness or economic hardship." These children do not have the support they need; they need to be nurtured the correct way and if international adoption becomes part of the humanitarian aid efforts, they will have it.

what are some of these views and perspectives

Moreover, if international adoption is allowed, children will be exposed to new things outside of their home and country, and have better views and perspectives. As Kelley stated in the article, "The alternative to securing children in their home country may be worse." Therefore, adoption should be admitted into humanitarian aid efforts. If children are exposed to new things, they will have a healthier mind. They will then be in contact with a new environment.

This paragraph talks about why it should be adopted. I think it should come before your previous one, which talks about if it is adopted

Also, if children are left as orphans, they will be displaced, lacking family support. If adoption is allowed, then these children won't have to feel like outcasts to the rest of society. → adds them

Kelley states, "It is more typical for children to have a complex support system, so a child who seems to be an orphan is, rather, displaced." Children will be left without a home, so why not manage this problem with international adoption? This is not a problem, especially if the people that are adopting these orphans are willing to do so because they actually care and want to help. "I'm sure goes the the

In conclusion, by allowing international adoption into the humanitarian aid efforts, many orphans will alienate from dangerous risk factors and also gain support. Allowing international adoption will promote opportunities for these children, especially because they will be having a better life. What better life is there when you have the support you need and the environment you could ever ask for? Helping children can make you a better person and can make them a better person as well.

I also don't think it works in this sentence.

this word kind of makes it sound like a bad thing

can you give a specific opportunity?

I think you can make this sentence stronger

This question is worded a little funny

Works Cited

Kelley, Maureen. "Commentary: Should International Adoption Be Part Of Humanitarian Aid Efforts? Lessons From Haiti." *Bioethics* 24.7 (2010): 373-80. Web.

→ me will go: protect from risk

Appendix C

Partner Survey

Kylie Naugle
Writing Partner Survey

1. Fill in the blank. I am a random kind of writer.
2. What year are you at Millersville?
Freshmen
3. What is your major?
Intended to be psychology.
4. What is your favorite subject in school?
As of now..
Sociology & French.
5. Do you have any favorite hobbies or sports you like to play?
I like to play volleyball
6. What do you like to do with your friends?
Hangout, go out to eat, movie, etc.
7. What would be your dream job?
Child psychiatrist!
8. Do you like to write?
yes.
9. Do you have any strengths or weaknesses when it comes to writing?
Organization & Sentence structure.
10. What is your favorite topic to write about?
Whatever I am feeling at the moment.

11. Do you like to read?

Yes.

12. Do you have a favorite genre?

Romance!
Mystery
etc.

13. Are you in any clubs or extracurricular activities at school?

- Society of Latino affairs
- Sociology club

14. Do you live on campus?

Yes.

15. Where are you from?

Lancaster

16. Do you go home a lot on the weekends?

No.

17. Is there anything about college that worries you?

Not at the moment.

18. Is there something about college that excites you?

Yes. Autonomy & being around friends.

19. Is there anything about you that you'd like to tell me about?

I'm from Brooklyn, NY.

20. Do you have a preferred way for me to contact you?

Call/text usually.

21. When are the best times I could meet you outside of class?

M, W, F = after 12 before 3.

22. Do you have any questions you'd like to ask me?

Not at the moment.

References

- Bernabei, G. The School Essay Tracking Movement of the Mind. In T. Newkirk & R. Kent (Eds.), *Teaching the Neglected "R"*. (pp. 73-86). Portsmouth, New Hampshire: Heinemann.
- Goldberg, N. (2005). First Thoughts. In *Writing Down The Bones Freeing the Writer Within*. (pp. 10-13). Boston, Massachusetts: Shambhala Publications.
- Murray, D. M. (2007). Write Before Writing. In T. Newkirk & R. Kent (Eds.), *Teaching the Neglected "R"*. (pp. 17-25). Portsmouth, New Hampshire: Heinemann.